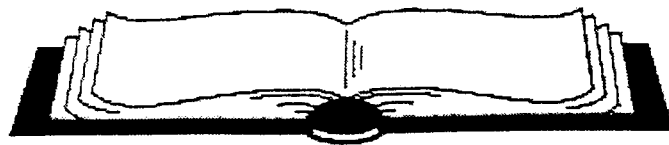


## NEW JERSEY

2000-2001  
Guidelines and  
Application**BEST  
PRACTICES****Deadline for Application to County Office:  
NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category School to Careers/Workplace Readiness (Application is limited to one category. See page 3 for details.)  
Practice Name And to Think I Saw It at — School - 3rd Graders as Photojournalists  
Number of Schools with Practice 1 (If more than one school or district, read and complete information on page 2.)

County	Mercer		
District (Proper Name)	West Windsor-Plainsboro Regional School District		
Address	505 Village Road West		
	Street/P. O. Box	City	Zip Code
	Princeton Jct., NJ	08550	
Telephone	609-716-5000	Fax	Email
Chief School Administrator	Dr. John Fitzsimons		
Nominated School #1 (Proper Name)	Village Elementary School		
Address	601 New Village Road		
	Street/P. O. Box	City	Zip Code
	Princeton Jct. NJ	08550	
Telephone	609-716-5200	Fax	609-716-5206 Email
Principal	Marilyn Hynes Email - mhynes@wwpvillage.k12.nj.us		
Program Developer(s)	Patricia Pollio		
Application Prepared By	<i>Marilyn Hynes</i>		
Chief School Administrator's or Charter School Lead Person's Signature	<i>John Fitzsimons</i>		

**FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY**Approved: ☒ Yes ☐ No County Superintendent's Signature*Patricia Pollio*

NEW JERSEY  
BEST PRACTICES  
2000-2001 APPLICATION

**Application Requirements:** Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keyboarded** on 8 1/2" x 11" white paper, portrait format. **Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. **Keyboard and number the statement followed by the response.** Format your response for accuracy and clarity.
5. The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. The original and seven copies of the application must be submitted to the county superintendent of schools by **November 27, 2000**, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name
<input checked="" type="checkbox"/> Elementary School	<u>K-3</u>	<u>And To Think I Saw It At School -</u>
<input type="checkbox"/> Middle School		<u>3rd Graders As Photo Journalists</u>
<input type="checkbox"/> Junior High School		Number of Schools with Practice <u>1</u>
<input type="checkbox"/> High School		Number of Districts with Practice <u>1</u>
<input type="checkbox"/> Other: _____		Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
		<input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input checked="" type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,\* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.  
6appbp.20

**1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.**

### **And To Think I Saw It At \_\_\_\_ School - 3<sup>rd</sup> Graders As Photojournalists**

The practice proposed is a third grade photojournalism project. It combines technology, language arts (writing, speaking, listening), and workplace readiness skills. The project is completed over several weeks of instruction in a variety of areas.

Third grade students are organized into teams of three. They become photojournalists with each member of their team receiving a specific job: manager, photographer, or reporter. The goal is to create a school version of the Dr. Seuss book, And To Think I Saw It On Mulberry Street. The book is read to the students with time for exploration and discussion. A list of possible school events is generated. Third Graders photograph and report on everyday and special events that occur in their school. Team members receive official ID badges, a digital camera, clipboard, and specific event assignments. Given a schedule and time frame, they then work independently during school hours to accomplish their tasks, and report back to the teacher during their weekly computer period. The final product is posted on the web, as a multi-media project for viewing at the school, and as a hard copy book for distribution in the school's media center.

Students receive direct instruction in the following areas:

1. How to use a digital camera- in addition to technical instruction on the camera by the computer teacher, the book, My Camera by George Acona is the resource used to help prepare students for their photography assignments. They practice long and short shots and explore picture composition.
2. Word Processing and Web Publishing Skills - students receive basic instruction in the use of Claris Home Page, a web publishing application. This builds on their the word processing skills and on their ability to use the Internet to communicate. The project can also be produced in Power Point and HyperStudio.
3. Writing in Different Genres – students compare writing styles from Dr. Seuss' rhyme to the factual reporting style of a journalist using the five W's of who, what, when, where, why. Internet resources such as <http://rhyme.lycos.com> to find rhyming words are used to assist them in replicating the Seuss style.
4. Interviewing – students learn the importance of communicating clearly, generating good questions, and recording specific information accurately.

5. How to Work With Others – students are helped to understand the importance of teamwork to the success of the project, how to build on others' strengths and how to cooperate to get a job done well.

The objectives of the practice are:

1. To develop an understanding of and appreciation for photojournalism as a career
2. To develop the ability to communicate in a variety of ways particularly in light of publishing for a worldwide audience
3. To develop writing skills for communication, factual reporting, and creative expression
4. To develop the ability to use technology as a learning and communication tool
5. To develop the skill of working cooperatively with others as a team toward a common goal

This practice is innovative in the combination of learning areas that it encompasses. It not only introduces young children to a career in media through direct application of learned skills in writing, speaking, and technology but also focuses on the importance of working as a team to accomplish a specific goal. Technology skills, such as use of a digital camera and computer software for word processing and web publishing, and the ability to communicate clearly in writing and speaking are all skills that will be vital to students' future success in the workplace. The level of expectation and challenge for third graders promotes their achievement as learners in a context that is real and motivating. This practice gives them the opportunity to apply what they have learned and to integrate their areas of learning for a meaningful purpose.

**2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,\* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.**

The practice addresses the following Cross-Content Workplace Readiness Standards:

1. All students will develop career planning and workplace readiness skills.  
Students are developing an understanding of careers in photography and journalism. They are applying and practicing workplace skills at a beginning level by interviewing, reporting, and photographing school events. In addition, students are working together to accomplish specific goals and complete a project under a timeline. S.S. 6.6.3

2. All students will use technology, information and other tools.

Students are taught how to use technology such as digital cameras, and computer software programs for word processing and web publishing. In addition, they are using the Internet as a resource for background information and as a communication tool.

LA 3.3.15 , Arts 1.3.1, LA 3.5.10

3. All students will demonstrate self-management skills.

Part of the assignment has been designed to give the students independence in their use of time. They are given event assignments and a time frame but are asked to accomplish the task at times of their own choosing. In addition, while they are monitored by the teacher each team must work together to coordinate their tasks and compose the text.

Interpersonal skills are being developed in this context. LA 3.1.2

### **Language Arts And Literacy Standards**

3.1 All students will speak for a variety of real purposes and audiences.

Our third graders will learn to adjust their oral communication for interviewing and reporting purposes using clear and concise language. 3.1.2,3.1.14, 3.1.17

3.2.3 Students will listen for a variety of purposes, such as enjoyment and obtaining information.

3.2.6 Students will develop listening strategies, such as asking relevant questions and taking notes. In this project team members are conducting a variety of interviews with staff, bus drivers, administrators, students, teachers, custodians, and secretaries.

3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Students are learning both journalistic and poetic styles of writing. They must have a clear understanding of the interviews conducted and be able to synthesize that information for the format of their project, i.e. the production of a book in Dr. Seuss –type language.

Additional CPI's addressed are: 3.3.1, 3.3.4, 3.3.6, 3.3.8, 3.3.10, 3.3.12, 3.3.18.

3.5 All students will view, understand, and use nontextual visual information.

3.5.2, 3.5.3, 3.5.13, 3.5.14 Students will demonstrate the ability to gain information from a variety of media and will be able to articulate awareness of different media forms and how these contribute to communication.

In the project students are using photography, Internet resources, print materials, and computer software to develop a multi-media project.

**4. Describe the educational needs of students that the practice addresses.**

**Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.**

This project gives students the opportunity to understand and apply skills needed in the workplace, specifically in photojournalism. In addition many of the educational needs it addresses are the development of skills in the area of language arts, specifically writing, listening, and speaking. Students develop their use of technology in various media and as a means of communication. The project gives them the opportunity to integrate their learning and build on previous learning experiences.

We have a very diverse student population with many students who have limited English proficiency. These students are able to participate in the project and make substantial contributions to their team. Less obvious but equally important are the needs in the affective domain. Our third graders are engaged and motivated, noticeably more confident, and have a very positive attitude toward their learning.

A rubric was used to assess student progress and success. This was shared with the students at the onset and again as an end evaluation. Emphasis was placed on student self-evaluation. An information survey was also used to assess learning. All of the data as well as teacher observation and evaluation of performance indicate that the project has meet educational needs and learning objectives - approximately 80% of students scored in the excellent range, 18% in the average and 2% in the needs improvement range.

**5. Describe how you would replicate the practice in another school or district.**

This practice can be replicated easily in other schools. Digital or regular cameras and a few computers, one with Internet access, are needed. Word processing software of any type would handle the text portion of the project. If access to web publishing is unavailable, a print copy would be sufficient. The project is suitable for grades 3-5 and can easily be adapted for higher grades by changing the book format used.